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ABSTRACT

The Indiana Department of Education recently convened a task force to identify essential values and to determine how these values can be successfully infused into school curricula. Accordingly, in collaboration with the Indiana School Counselors Association (ISCA), the Department established a working committee to construct a developmentally oriented comprehensive school counseling program for Indiana schools. This introductory packet for school administrators begins by stating the assumptions, rationale, and benefits of the Indiana State Plan for Developmental School Counseling, which consists of competencies which fall into three general categories: (1) the personal-social domain, "Learning to Live;" (2) the educational domain, "Learning to Learn;" and (3) the career development domain, "Learning to Work." The second section addresses costs for program and personnel, providing budgets and pie charts for time distribution and costs at the elementary, middle school/junior high, and high school. The third section briefly discusses the administrator's role in developmental school counseling, while the final section provides a series of distribution tables and graphics comparing developmental school counseling to traditional counseling, and highlighting the structure, resources, and suggested local district processes in the comprehensive guidance program. Appended are suggested job descriptions, the Indiana State Board of Education mandate, and a bibliography. (TE)

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SCHOOL ADMINISTRATORS

INTRODUCTION

PACKET

INDIANA STATE PLAN FOR

DEVELOPMENTAL SCHOOL COUNSELING

CG022842

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WORDS ABOUT...

INTRODUCTION

Recognizing that education is at the crossroads in terms of programming priorities and utilization of personnel, the Indiana Department of Education recently convened a task force to identify essential values and how these can be successfully infused into school curricula. A review of these items indicates that they naturally fall within the province of school counseling. Complimenting this statewide effort, the Department, in collaboration with the Indiana School Counselors Association, established a working committee charged with constructing a developmentally oriented plan which rightfully places the school counselor in a position of strength and responsibility. This publication is the product of that effort.

In overall perspective, the time has come to acknowledge that school counseling is an important and integral part of the total educational program with the potential to contribute to the full development of our students. Professionals in education must view school counseling as a comprehensive program rather than a constellation of loosely associated services which serve an adjunctive role to the instructional program. The challenges which face us today necessitate that we muster every human resource to which we have access and strategically place them in viable, proactive programs.

ASSUMPTIONS

There are several premises which serve as the foundation upon which Indiana's program plan is constructed. These premises make up the framework which gives form and function to this model. The comprehensive developmentally oriented school counseling program:

- is a program rather than a constellation of services. It is a vital component of the school's total educational package.

- consists of a curricular element with a scope and sequence based primarily on the regularly assessed needs of students.

- contains measurable student competencies which are essential to effective functioning at each developmental level.

- depends on parent, teacher, student, staff, administrator, and community support and collaboration.

- accommodates the needs of <u>all</u> students placed at educational levels throughout the K-12 grade level span.

- will be regularly and systematically evaluated as to how successfully stated student competencies are met.

RATIONALE

The school counseling program is an integral part of the total educational enterprise. Given that student growth and development evolve over time, it follows that the need for a developmental counseling program begins before Kindergarten and continues through graduation from senior high school. All students can benefit from participation in school counseling activities which are fashioned to maximize each individual's personal-social, educational, and career development potential. This kind of orientation contrasts with the traditional approach to guidance which can be characterized as crisis-focused and reactive, information service intensive, unplanned and unstructured, and dedicated to scheduling and other non-guidance functions. Comprehensive developmental school counseling is preventive and proactive in orientation, comprised of four major program components (**counseling curriculum, individual planning, responsive services**, and **system support**), planned and goal-oriented, and accountable.

BENEFITS

Benefits of developmental school counseling which accrue to significant others are cited below.

FOR STUDENTS:

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision making skills.
3. Increases knowledge of self and others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

FOR PARENTS:

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

FOR TEACHERS:

1. Encourages positive, supportive working relationships.
2. Provides a team effort to address proficiencies.
3. Enhances the role of the counselor as a resource person.

FOR BUSINESS, INDUSTRY AND LABOR:

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry, and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

FOR BOARDS OF EDUCATION:

1. Provides rationale for including a comprehensive guidance program in the school system.
2. Provides program information to district patrons.
3. Provides ongoing information about student competencies attained through guidance program efforts.
4. Provides a basis for allocating funds for guidance programs.

FOR ADMINISTRATORS:

1. Provides program structure with specific content.
2. Provides a means of evaluating school counseling program efforts (accountability).
3. Enhances the image of the school counseling program in the community.

FOR SCHOOL COUNSELORS:

1. Provides a clearly defined role and function.
2. Eliminates non-guidance functions.
3. Offers the opportunity to reach a large majority of students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

FOR STUDENT SERVICES STAFF:

1. Provides school psychologists social workers and other student services staff with a clearly defined role and function of the counselor.
2. Clarifies areas of overlapping responsibilities.
3. Encourages a positive team approach enhancing cooperative work relationships.

DEFINITION
The Developmental Approach

Developmental school counseling forms an equal partnership with the instructional program. Developmental by design, it includes sequentially presented activities and responsive services which target student growth and development as priority goals. Collaborative in practice, comprehensive school counseling focuses on the attainment of student competencies across the grade levels which address the personal-social, educational, and career development needs of all students.

Personal-Social Needs
LEARNING TO LIVE

This dimension consists of those competencies which highlight relating to others as individuals and in groups. The focus of intervention in this area has to do with educational, career, and general life success - the development of a strong positive self concept. Awareness of self - "Who am I?" - persists as a major theme in education today.

Educational Needs
LEARNING TO LEARN

Activities clustered in this area are designed to help students get the most out of each learning situation. Competencies include those "new basics" necessary for survival in this age of information and high technology: decision-making and problem-solving skills, goal-setting, dealing with change, organizing and managing information and one's time, etc.

Career Development Needs
LEARNING TO WORK

This component includes those competencies which target positive attitude towards work and the development of skills which will enable students to make a successful transition from school to the world of work and from job to job across the life-career span.

In addition to nurturing student growth and development in the areas of learning to live, learn, and work, the proficiencies which comprise the comprehensive school counseling programs naturally cluster in categories. These competency categories are as follows:

LEARNING TO LIVE

Understanding and appreciating self.
Understanding and appreciating others.
Understanding and appreciating home and family.
Developing a sense of community.
Making decisions and setting goals.
Understanding safety and survival.

LEARNING TO LEARN

Understanding the relationships between personal qualities and school.
Understanding factors which affect school achievement.
Making decisions, setting goals, and taking action.
Understanding interaction between home/family and school.
Understanding interaction between school and community.

LEARNING TO WORK

Understanding the relationships between personal qualities and work.
Making decisions, setting goals, and taking action.
Exploring careers.
Learning how to use leisure time.
Learning to work together.

These same competencies are addressed through essentially four delivery systems: **guidance curriculum, individual planning, responsive services,** and **system support**, all of which characterize the comprehensive school counseling program. Each of these delivery systems has its own lesson plan format with which proficiency specific activities are developed for implementation. Licensed counselors, in collaboration with teachers, administrators, other student service professionals, parents, agency personnel, and students are responsible for organizing and enabling these activities.

COST

PROGRAM PERSONNEL COST

Mt. Pleasant Township Community Schools is a corporation in transition moving toward a comprehensive K-12 Developmental Counseling Program. The corporation permitted us to look at their time study data from the 1988-1989 school year. We are grateful they were willing to share the information in an effort to facilitate understanding of what counseling programs can do, what they cost, and how a program looks in transition. The K-12 Comprehensive Developmental School Counseling program is being implemented from the lower grades up. The study shows implementation of this program in grades K-3 in the 1988-1989 school year.

Counselors in this school corporation were paid in a salary range of $24,000 to $30,000. A mid-range figure of $27,500 was used for purposed of the charting which follows. Percentages of time represent actual school day only. One counselor in this corporation indicated 27.25 hours spent after school on various counseling activities and those hours are not reflected in the charted percentages. Also note the costs do not reflect materials, equipment, or support staff. While not yet at the desired percentages for allocation of school counselor's time during the student day (see following chart), Mt. Pleasant Township currently has the model implemented through the 7th grade.

If you have further questions on their implementation process, contact Pam Thomas, (317) 759-8113, or Rick Thomas, (317) 759-7706.

Grades K-3 School Counseling Program
Cost per student
Based on one counselors salary ($27,500)

DEVELOPMENTAL CURRICULUM

	% of Time	Cost of Function	Students Served	Cost per Student
Classroom Activity	21%	$5775.00	520	$ 11.11
Group	11%	3025.00	520	5.82

INDIVIDUAL PLANNING

	% of Time	Cost of Function	Students Served	Cost per Student
Academic Consult and Planning	1%	275.00	520	.53
Test Program	3%	825.00	520	1.59

RESPONSIVE SERVICES

	% of Time	Cost of Function	Students Served	Cost per Student
Personal Counseling	12%	3300.00	520	6.35
Special Programs	23%	6325.00	520	12.16
Consultation	16%	4400.00	520	8.46

SYSTEM SUPPORT

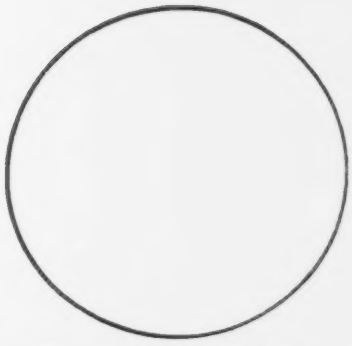
	% of Time	Cost of Function	Students Served	Cost per Student
System Support	7%	1925.00	520	3.70

NON-COUNSELING ADMINISTRATIVE ACTIVITIES

	% of Time	Cost of Function	Students Served	Cost per Student
Non-Counseling Administrative Activities	6%	1650.00	520	3.17

TOTALS:	**100%**	**$27,500.00**	**520**	**$ 52.88**

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



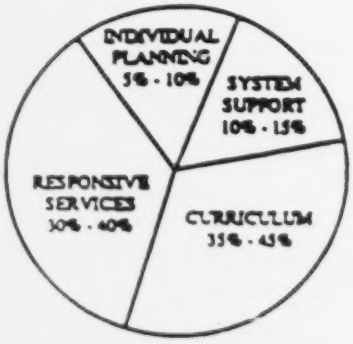
Current District Program Percentages

Current District Program Percentages

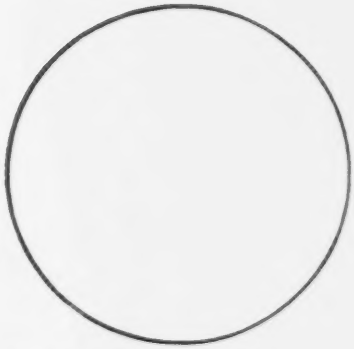
31	counseling curriculum
4	individual planning
51	responsive service
7	system support
6	non-counseling

Suggested Percentages

35%-45%	counseling curriculum
5% -10%	individual student planning
30%-40%	responsive services
10%-15%	system support
0%	non-counseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

___	counseling curriculum
___	individual planning
___	responsive service
___	system support
___	non-counseling

Grades 4-6 School Counseling Program
Cost per student
Based on one counselors salary ($27,500)

DEVELOPMENTAL CURRICULUM

	% of Time	Cost of Function	Students Served	Cost per Student
Classroom Activity	10%	$2750.00	450	$ 6.11
Group	20%	5500.00	450	12.22

INDIVIDUAL PLANNING

	% of Time	Cost of Function	Students Served	Cost per Student
Academic Consult and Planning	7%	1925.00	450	4.28
Test Program	0%	0.00	NA	NA

RESPONSIVE SERVICES

	% of Time	Cost of Function	Students Served	Cost per Student
Individual Contact	12%	3300.00	450	7.33
Special Programs	16%	4400.00	450	9.78
Consultation	3%	825.00	450	1.83

SYSTEM SUPPORT

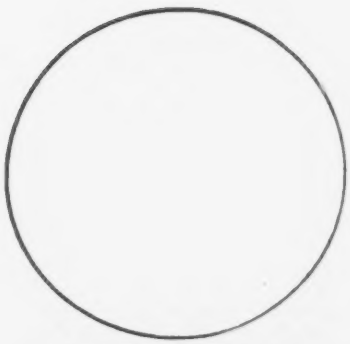
	% of Time	Cost of Function	Students Served	Cost per Student
System Support	19%	5225.00	450	11.61

NON-COUNSELING ADMINISTRATIVE ACTIVITIES

	% of Time	Cost of Function	Students Served	Cost per Student
Non-Counseling Administrative Activities	13%	3575.00	450	7.94

TOTALS:	**100%**	**$27,500.00**	**450**	**$ 61.10**

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



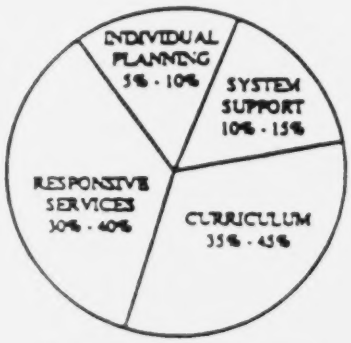
Current District Program Percentages

Current District Program Percentages

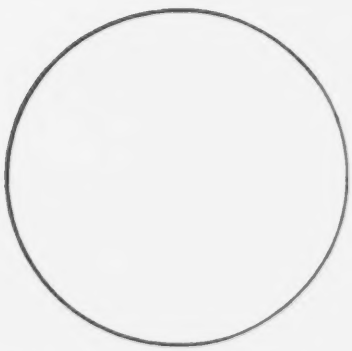
30	counseling curriculum
7	individual planning
31	responsive service
19	system support
13	non-counseling

Suggested Percentages

35%-45%	counseling curriculum
5% -10%	individual student planning
30%-40%	responsive services
10%-15%	system support
0%	non-counseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____	counseling curriculum
____	individual planning
____	responsive service
____	system support
____	non-counseling

Grades 7-8 School Counseling Program
Cost per student
Based on one counselors salary ($27,500)

DEVELOPMENTAL CURRICULUM

	% of Time	Cost of Function	Students Served	Cost per Student
Classroom Activity	5%	$1375.00	250	$ 5.50
Group	3%	825.00	250	3.30

INDIVIDUAL PLANNING

	% of Time	Cost of Function	Students Served	Cost per Student
Academic Consult and Planning	4%	1100.00	250	4.40
Test Program	0%	0.00	NA	NA

RESPONSIVE SERVICES

	% of Time	Cost of Function	Students Served	Cost per Student
Individual Contact	30%	8250.00	250	33.00
Special Programs	20%	5500.00	250	22.00
Consultation	13%	3575.00	250	14.30

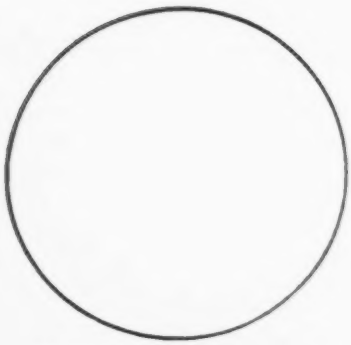
SYSTEM SUPPORT

	% of Time	Cost of Function	Students Served	Cost per Student
System Support	13%	3575.00	250	14.30

NON-COUNSELING ADMINISTRATIVE ACTIVITIES

	% of Time	Cost of Function	Students Served	Cost per Student
Non-Counseling Administrative Activities	12%	3300.00	250	13.20
TOTALS:	**100%**	**$27,500.00**	**250**	**$110.00**

TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



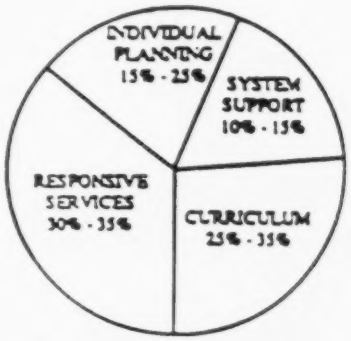
Current District Program Percentages

Current District Program Percentages

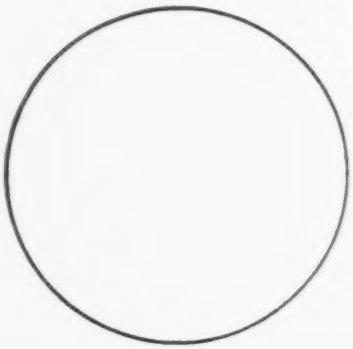
8	counseling curriculum
4	individual planning
63	responsive service
13	system support
12	non-counseling

Suggested Percentages

25%-35%	**counseling curriculum**
15%-25%	**individual student planning**
30%-35%	**responsive services**
10%-15%	**system support**
0%	**non-counseling**



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____	counseling/guidance curriculum
____	individual planning
____	responsive service
____	system support
____	non-counseling

Grades 9-12 School Counseling Program
Cost per student
Based on one counselors salary ($27,500)

DEVELOPMENTAL CURRICULUM

	% of Time	Cost of Function	Students Served	Cost per Student
Classroom Activity	0%	$ 0.00	NA	$ NA
Group	12%	3300.00	700	4.71

INDIVIDUAL PLANNING

	% of Time	Cost of Function	Students Served	Cost per Student
Academic Consult and Planning	17%	4675.00	700	6.68
Test Program	5%	1375.00	700	1.96

RESPONSIVE SERVICES

	% of Time	Cost of Function	Students Served	Cost per Student
Individual Contact	33%	9075.00	700	12.96
Special Programs	5.5%	1512.50	700	2.16
Consultation	11%	3025.00	700	4.32

SYSTEM SUPPORT

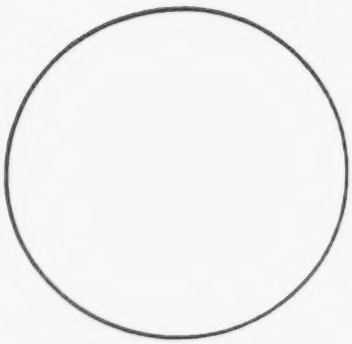
	% of Time	Cost of Function	Students Served	Cost per Student
System Support	10.5%	2887.50	700	4.13

NON-COUNSELING ADMINISTRATIVE ACTIVITIES

	% of Time	Cost of Function	Students Served	Cost per Student
Non-Counseling Administrative Activities	6%	1650.00	700	2.36

TOTALS:	**100%**	**$27,500.00**	**700**	**$ 39.28**

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



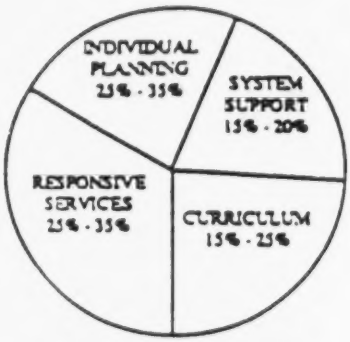
Current District Program Percentages

Current District Program Percentages

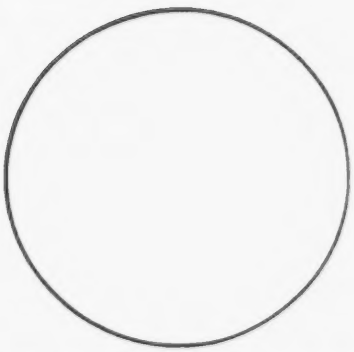
12	counseling curriculum
22	individual planning
49.5	responsive service
12.5	system support
6	non-counseling

Suggested Percentages

15%-25%	counseling curriculum
25%-35%	individual student planning
25%-35%	responsive services
15%-20%	system support
0%	non-counseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____	counseling/guidance curriculum
____	individual planning
____	responsive service
____	system support
____	non-guidance/counseling

A FEW MORE WORDS

ABOUT YOUR IMPORTANCE

INVOLVED ADMINISTRATORS

School administrators are involved in delivery of the Indiana State Plan for Developmental School Counseling. It is the reponsibility of the administration to be informed about the Indiana State Plan for Developmental School Counseling and to approve and support the local plan to implement the program.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration provides written and oral support of the counseling program to all staff.

2. Time: The administration provides counselors time to implement the counseling program, adequate time to inform the school staff and community about the developmental counseling program and how it will be implemented. This may entail the deleting of noncounseling administrative duties and paper work that had been previously assigned.

3. Facilities: The administration makes available appropriate facilities to implement the developmental counseling program, to accommodate individual, small group and classroom activities.

4. Budget: The administration provides budget based on identified counseling needs that allows for the purchase of resources and training to implement the developmental counseling program.

5. Program evaluation: It is the responsibility of the administration to evaluate the developmental counseling program.

6. Performance-based evaluation: It is the responsibility of the administration to routinely evaluate each counselor. Suggested evaluation performance-based evaluation forms are available for local adaptation from the Indiana Department of Education.

THE PROCESS STEP BY STEP

- The School administration must commit to counseling program improvement and be
  - ready to participate in planning,
  - ready to allocate resources and release time for planning, and
  - ready to support abandonment of current activities that do not support new priorities.
- Counselors must commit to counseling program improvement and be
  - ready to become personally involved,
  - ready to assume key roles in planning for the developmental counseling program.
- The school board must commit to counseling program improvement and be
  - ready to adopt policy statements,
  - ready to support planning time,
  - ready to participate in the planning process, and
  - ready to lend fiscal support.
- School staff must commit to counseling program improvement and be
  - ready to contemplate new ideas and change and
  - ready to become personally involved.

PRINCIPLES OF DEVELOPMENTAL COUNSELING PROGRAMS

Developmental counseling is for all students.

Developmental counseling has an organized and planned curriculum.

Developmental counseling is sequential and flexible.

Developmental counseling is an integrated part of the total educational process.

Developmental counseling involves all school personnel.

Developmental counseling helps students learn more effectively and efficiently.

Developmental counseling includes counselors who provide specialized counseling services and interventions.

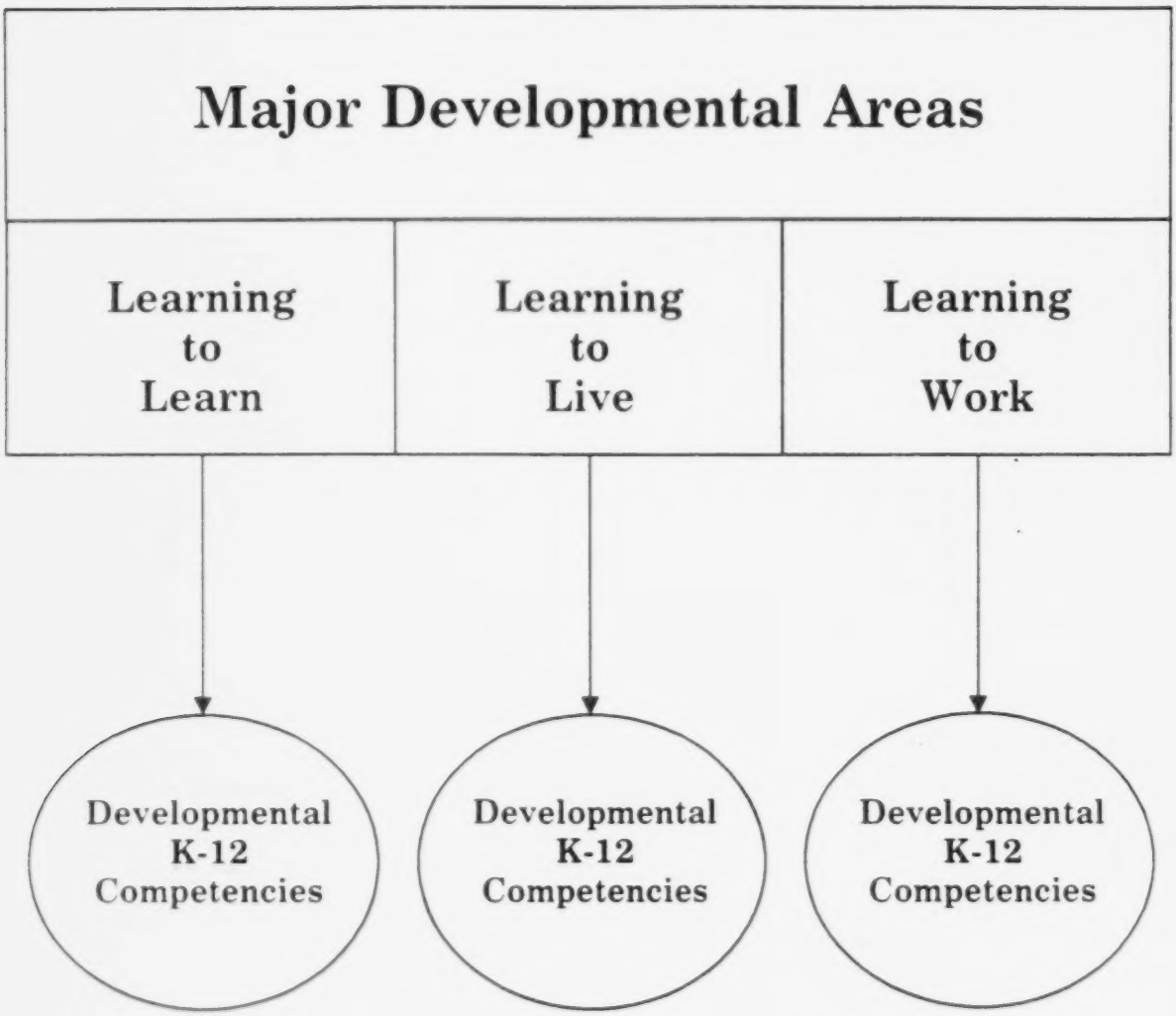
Source: Developmental Guidance and Counseling: A Practical Approach, by Robert Myrick

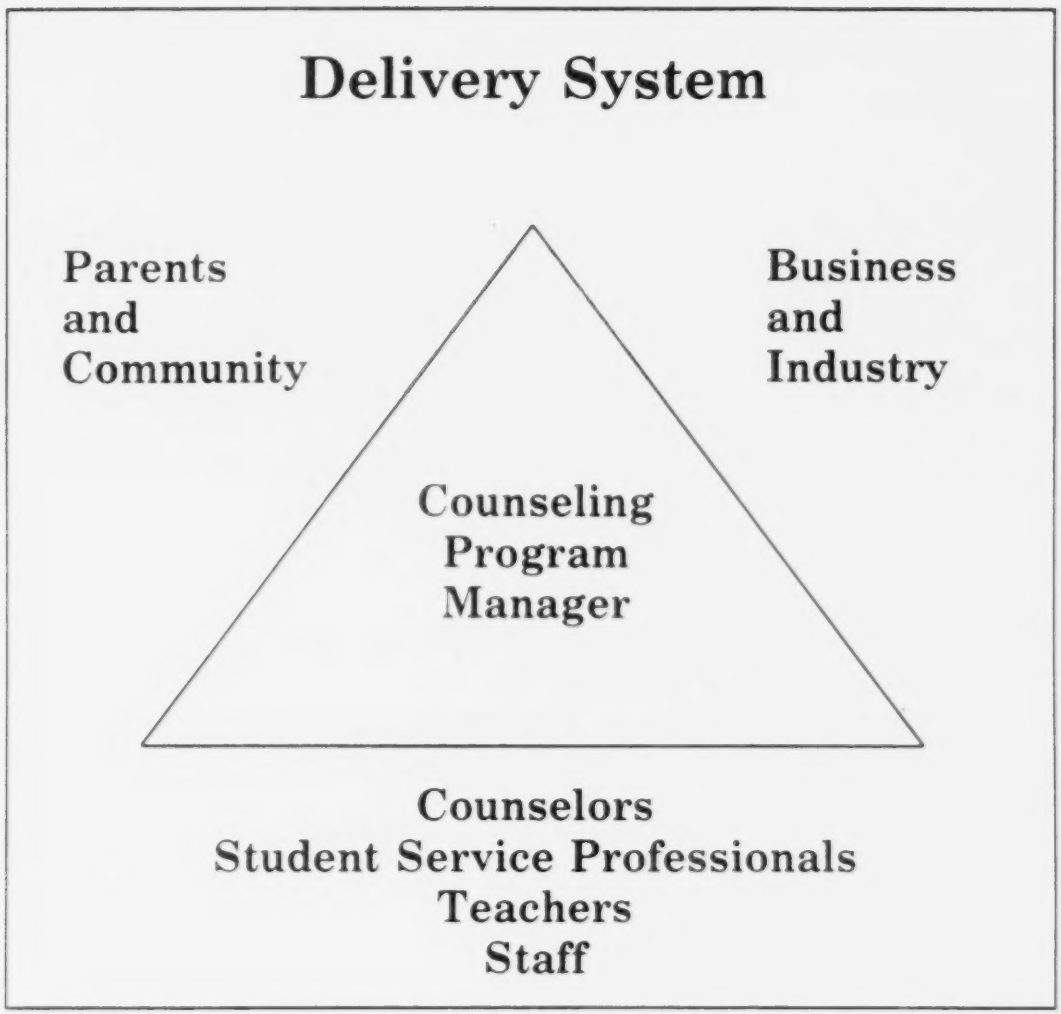
PICTURES ABOUT...

Traditional	Developmental
Crisis Counseling	Preventive Plus Crisis Counseling
Information Service	Guidance Curriculum
Career Information Service	Career Planning and Development
Scheduling/Programming	Program Management
Reactive	Proactive
Clerical/Task-Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Maintains Status Quo	Evaluates and Changes

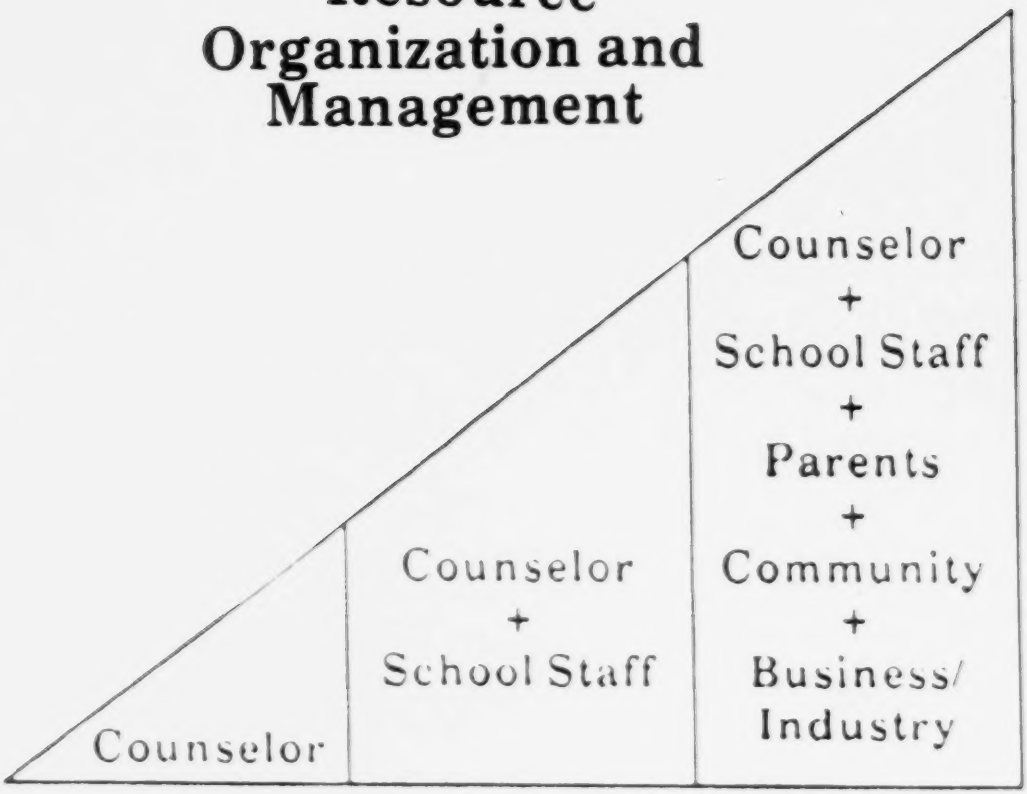
DEVELOPMENTAL COUNSELING

DEVELOPMENTAL CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-COUNSELING ADMINISTRATIVE ACTIVITIES
EXAMPLES OF ACTIVITIES				
Classroom Activities:	Individual Assessment	Individual Counseling	Research	Bus Duty
Learning to Live	Career Development	Small group Counseling	Staff/Community Development	Playground Duty
Learning to Learn	Lifestyle Planning	Consultation	Community Involvement/PR	Lunchroom Duty
Learning to Work	Personal Educational Planning	Crisis Intervention	Program Development & Operation	Balancing Class Sizes
Group Activities		Referral	Professional Development	Building Master Schedule
			Curriculum Development	Substitute Teaching
				Figuring GPA
				Figuring Class Rank
				Attendance
				Lunch Break


Major Developmental Areas
Learning to Learn
Learning to Live
Learning to Work
Developmental K-12 Competencies
Developmental K-12 Competencies
Developmental K-12 Competencies


Delivery System
Parents and Community
Business and Industry
Counseling Program Manager
Counselors
Student Service Professionals
Teachers
Staff

Resource Organization and Management



Adapted from Wisconsin Department of Education

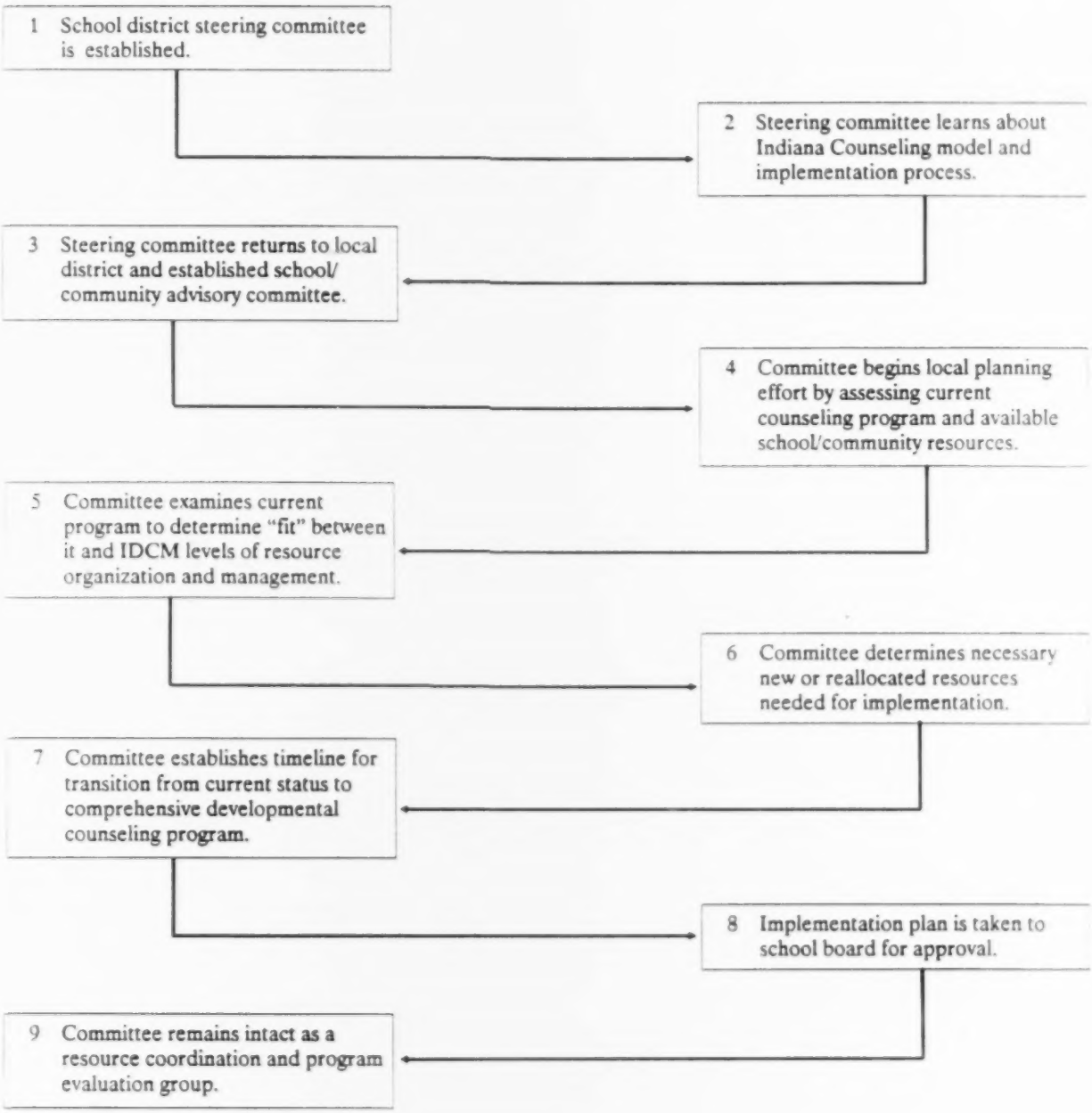
Involvement of Others as Resources

	Supportive	Participative	Interdependent
School Board Member	Recognizes the model which requires that counseling be available to all K-12 students.	Provides adequate financial support for the program in such areas as personnel, staff development, clerical support, and materials.	Supports policies for delivering the counseling program as an integral part of the total educational process so that all of students' development needs are met.
District Administrator	Understands the counseling needs of school populations. Establishes and reviews counselor job descriptions in the context of developmental counseling.	Works with the school board, faculty, administrative staff, and community to secure support for developmental counseling. Insures that the counseling staff is represented on the district administrative council.	Views all school personnel as having a part to play in an articulated developmental counseling program. Provides leadership for an active, ongoing counseling program. Requires responsibility and evaluation of the progress toward goals, objectives, and developmental student outcomes.
Principal	Establishes a positive climate for implementing the counseling program. Recruits qualified personnel and provides them with the necessary facilities, time, equipment, and clerical staff. Assists with a public relations program that will emphasize counseling as an integral part of the total school program.	Works closely with the counseling staff to plan, implement, and evaluate the IDCM. Uses the counseling staff to plan, inservice, evaluation, or assessment of counseling program. Encourages parents community members, and business and industry representatives to participate in the education system. Assures that the counseling program staff is relieved of excessive clerical and nondevelopmental counseling duties.	Encourages staff members to upgrade skills and knowledge for implementing counseling program. Encourages counselor to assume managerial role to facilitate the establishment of a developmental program. Monitors program effectiveness for the goals, objectives, and developmental student outcomes in the IDCM.
Director of Curriculum	Infuses developmental counseling awareness through curriculum. Facilitates identification of other disciplines with like student proficiencies.	Coordinates the IDCM with other district disciplines.	Works with counseling staff to plan, implement, and evaluate the comprehensive developmental counseling program.
	Level I	**Level II**	**Level III**

	Supportive	Participative	Interdependent
Director of Guidance	Provides the district administrator and school board with information on funding, personnel, program, and evaluation needs. Promotes professional growth of all counseling personnel.	Establishes a systematic approach to making counseling available to K-12. Seeks and maintains cooperative working relationships with all personnel whose roles and responsibilities affect the development and implementation of the counseling program. Provides leadership for development of appropriate IDCM implementation plans. Coordinates regular, planned meetings where counselors share information, consult on specific problems, and develop and refine systemwide programs.	Works with administration and supervisory staff to plan and develop the K-12 counseling curricula. Assigns staff and coordinates all curricular guidance activities. Coordinates the counseling program and the resources provided by teachers, parents, and others. Promotes a comprehensive student services mode delivery system.
Psychologist **Social Worker** **School Nurse** **Student Assistance Program** **At-Risk Student Personnel**	Coordinate referrals to other IDCM service providers. Communicate regularly on district student service programs.	Work with the counseling staff to provide summary information to school/ community about "at-risk" students and assist with programming designed to reduce those risks. Utilize a comprehensive student services team approach to coordinating programs and services for students in crisis.	Are involved in planning, implementing, and evaluating the IDCM so that all students receive systematic counseling based on learning to learn, learning to live, learning to work.
Vocational Education Teachers	Assist vocational education students to achieve specific vocational competencies which will enable them to gain entry into an occupational or postsecondary setting.	Work cooperatively with counselors to provide employment counseling, placement, and follow-up services for students enrolled in vocational courses and cooperative programs.	Work with counselors and entire staff to ensure that all students receive instruction or information on occupations, employability skills, current job market, and interviewing techniques.
	Level I	**Level II**	**Level III**

	Supportive	Participative	Interdependent
Local Coordinator	Coordinates vocational programming and federal funding for education/career counseling.	Coordinates vocational curriculum offerings with the IDCM.	Participates in planning, implementing, and evaluating the guidance program.
Special Education Staff	Coordinates the assessment of students for possible placment in EED programs. Coordinate response to career guidance needs of EEN students with counselor.	Coordinate the development of individualized education programs to include counseling.	Work cooperatively with the counseling staff to provide information and suggest management strategies the regular classroom teachers can use.
Teachers	Refer students to counselor for assistance. Create positive, interactive relationships with students and provide a primary basis for intellectual, social, and emotional growth.	Request assistance from counselor to plan and implement IDCM activities in academic and vocational curriculums.	Recognize the value of developmental guidance. Use subject areas to assist students in developing living, working, and learning competencies. Work as team members to plan and implement counseling activities essential to the overall development of students.
Business and Industry Representatives	Provide speakers, field trip opportunities, and school demonstrations to increase student knowledge of the work world in their community.	Provide information and opportunities for students to participate in co-op programs, job-shadowing, and work experience. Encourage and participate in student organizations.	Provide up-to-date labor market information, co-op apprenticeship sites, and mentorships for all students.
Parents	Provide support for children through participation in parent conferences, school activities, and volunteerism. Work with teachers and counselors to support their children's learning to learn, live, and work.	Participate in school curricular, extracurricular, and counseling activities serving their children. Promoting counseling as an important part of education.	Participate on the counseling committee that will facilitate implementation of the IDCM. Serve as mentors and models for classes.
Community Service Agencies	Establish communication and referral channels.	Provide information on services available to students and families.	Participate in planning and implementation of a counseling program that includes services and activities provided by the community agencies.
	Level I	**Level II**	**Level III**

Suggested Local District Process


1 School district steering committee is established.
2 Steering committee learns about Indiana Counseling model and implementation process.
3 Steering committee returns to local district and established school/ community advisory committee.
4 Committee begins local planning effort by assessing current counseling program and available school/community resources.
5 Committee examines current program to determine "fit" between it and IDCM levels of resource organization and management.
6 Committee determines necessary new or reallocated resources needed for implementation.
7 Committee establishes timeline for transition from current status to comprehensive developmental counseling program.
8 Implementation plan is taken to school board for approval.
9 Committee remains intact as a resource coordination and program evaluation group.

APPENDIX

Indiana Department of Education

Center for School Improvement and Performance
Room 229, State House - Indianapolis, IN 46204-2798
Telephone: 317/232-9100

SCHOOL COUNSELOR ROLE DEFINITION

The Indiana State Plan for Developmental School Counseling defines the licensed school counselor's role as:

> The school counselor is an integral part of the total educational program. The licensed school counselor implements a program that is developmental by design and includes sequential activities implemented with the support of administrators, teachers, student services personnel, students and parents. The licensed school counselor's work shall include:
>
> 1. **Counseling Curriculum**
> 2. **Individual Student Planning**
> 3. **Responsive Services**
> 4. **System Support**

The licensed school counselor addresses the needs of all students by helping them to:

> Acquire knowledge of self and relating effectively to others
>
> Develop competencies in career/vocational planning and exploration.
>
> Achieve educational success.

Office Location - Two Market Square Center - 251 East Ohio Street

SAMPLE JOB DESCRIPTION

Title: Elementary School Counselor

Primary Function:

To provide a comprehensive developmental program for all children in elementary schools.

To consult with teachers, parents, and staff to enhance their effectiveness in helping students.

To provide support to other elementary educational programs.

To provide direct counseling support to students through responsive services.

Major Job Responsibilities:

1. Implement the elementary counseling curriculum.
2. Guide individual and groups of students through the development of educational, personal, social or career plans.
3. Counsel individuals and groups of students with problems.
4. Consult with teachers, parents and staff regarding children's needs.
5. Refer children with problems and their parents to special programs, specialists, and outside agencies.
6. Participate in activities which contribute to the effective operation of the school.
7. Plan and evaluate the counseling program.
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. **Implement the elementary counseling curriculum:**

   Conduct classroom counseling lessons in collaboration with each teacher/ classroom and/or systematically conduct developmental counseling groups for each grade level throughout the year.

   Consult with and/or provide resources to teachers and parents to facilitate their instruction of counseling content.

   Consult with and be a resource person to teachers to facilitate inclusion of counseling curriculum which is found in the Indiana Curriculum Proficiency Guide (1987) and The Indiana State Plan for Developmental School Counseling.

2. **Guide individual and groups of students through the development of educational and career exploration:**

   Work with teachers and parents in preparation for transitions from one school to another.

   Coordinate work and career awareness activities.

   Facilitate participation in beginning of the year student orientation activities.

   Meet individually with students to facilitate student's self understanding and improvement of their behavior and performance.

   This may include the development of a portfolio system.

   Increases parent participation in the schooling process of their children through special parent activities.

   Encourages student feedback to the school and student active participation in their education.

   Assist students in assessing and interpreting their abilities, interest, skills and achievement.

3. **Counsel individuals and small groups of children with problems:**

   Conduct structured, goal oriented counseling sessions in systematic response to identified needs of individual or groups of children-- recurrent topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse.

4. **Consult with teachers, parents and staff regarding children's needs:**

   Participate in/conduct conferences with teachers, parents, and students.

   Conduct in service programs for faculty.

   Act as a resource person for faculty, staff, and parents.

   Conduct or provide opportunities for parent education programs.

   Write articles for parent newsletter.

   Assist families with school related problems.

   May implement and supervise an advisor/advisee or peer programs for staff or students.

5. **Refer children with problems and their parents to special programs, specialists, and outside agencies:**

   Consult and coordinate with in-school specialist, such as school administrators, licensed school social workers, licensed school nurse and licensed school psychologist, community based mental health professionals, service agencies, and physicians.

6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school:**

   Provide continuous orientation of staff and community to the developmental counseling program through use of newsletters, local media, school and community presentations.

   Serve on departmental curriculum/community committees; interpret group test results to faculty and staff.

   Contribute to the school's goals for enhancing education in the building.

   Establish effective liaisons with the various staffs.

   Act as an advocate for groups and individual students as decisions are made that will affect those students.

   Become knowledgeable about community resources, employment opportunities, and the local labor market by periodically visiting local businesses, industry and social service agencies.

7. **Plan and evaluate the counseling program:**

Annually review, utilizing the Counselor Advisory Group, other staff, and administration, the counseling program content based on student needs and competency statements as identified through The Indiana State Plan for Developmental School Counseling.

Continue development and updating of counseling curriculum.

Establish the counseling department calendar.

Evaluate the counseling learning activities as they are implemented.

Conduct follow-up studies and communicated results of evaluations to various publics.

8. **Pursue professional growth:**

Attend local school inservice and state sponsored staff development offerings.

Join in associations.

Read professional journals.

Become knowledgeable in current issues in education.

Attend relevant workshops and conferences sponsored by professional organizations.

Take post-graduate courses.

Organizational Relationships:

The elementary school counselor is supervised by the district designee, works collaboratively with other counselors and student service staff, and works cooperatively with other school and district staff.

Performance Standards:

An elementary school counselor's performance is considered satisfactory when the counselor performance evaluation form so indicates. The elementary school counselor participates by completing a self evaluation.

SAMPLE JOB DESCRIPTION

Title: Middle Level Counselor

Primary Function:

Provide a comprehensive developmental counseling program for middle level students.

Consult with teachers, parents and staff to enhance their effectiveness in helping students.

Provide support to other middle level educational programs.

To provide direct counseling support to students through responsive services.

Major Job Responsibilities:

1. Implement the middle level developmental counseling curriculum.
2. Guide individuals and groups through the process of developing educational and career plans.
3. Counsel individuals and small groups of students with problems.
4. Consult with teachers, parents and staff regarding needs of middle level students.
5. Refer children with problems and their parents to specialist an/or special programs; specialist and outside agencies.
6. Participate in activities which contribute to the effective operation of the school.
7. Plan and evaluate the counseling program.
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. **Implement the middle level developmental counseling curriculum:**

   Conduct developmental lessons in classroom settings in conjunction with teaching staff.

   Consult with and/or be a resource person to teachers to facilitate inclusion of counseling content which is found in the Indiana Curriculum Proficiency Guide (1987) and The Indiana State Plan for Developmental Counseling.

2. **Guide groups of and individual students through the development of educational and career plans:**

   Provide orientation activities to incoming students.

   Guide middle level students in the development of their high school and post high school plans.

   Collaborate with the elementary school counselors and high school counselors to effect, respectively, the incoming and outgoing student orientation program.

   Coordinate course selection and preregistration of students.

   Assist new students entering school after the school year begins with course selection.

   Coordinate career interest assessment and interpretation or results.

   Coordinate career education activities within curriculum areas under the area of "Learning to Work" based on the Indiana State Plan for Developmental School Counseling.

   Facilitate student participation in their education process--may continue to work with student's portfolio system of evaluation.

3. **Counsel individual and small groups of students with problems:**

   Conduct structured, goal-oriented counseling sessions in systems response to identified needs of individual or groups of students--recurrent topics include: academic failure, child abuse, attendance problems, family issues, substance abuse, suicide prevention and intervention, behavior problems, peer problems, and pregnancy.

4. **Consult with teachers, parents, and staff regarding the needs of middle level students:**

   Participate in/conduct conferences with teachers, parents, and students.

   Conduct in service programs for faculty.

   Act as a resource person for faculty, staff, and parents.

   Conduct or provide opportunities for parent education programs.

   Write articles for parent newsletter.

   Assist families with school related problems.

   May implement and supervise an advisory/advisee or peer program for staff or students.

5. **Refer students with problems and their parents to special programs, specialists, and outside agencies:**

   Consult and coordinate with school community specialists, such as licensed school social workers, licensed school nurses, licensed school psychologists, administrators and community based mental mental health professionals, service agencies and physicians.

6. **Participate in activities which contribute to the effective operation of the school:**

   Provide continuous orientation of staff and community to the developmental counseling program through use of newsletters, local media, school and community presentations.

   Serve on departmental curriculum/community committees.

   Interpret group test results to faculty and staff.

   Contribute to the school's goals for enhancing education in the building.

   Establish effective liaisons with the various staffs.

   Act as an advocate for groups and individual students as decisions are made that will affect those students.

   Become knowledgeable about community resources, employment opportunities, and the local labor market by periodically visiting local businesses, industry and social service agencies.

7. **Plan and evaluate the counseling program:**

Annually review utilizing the Counselor Advisory Group, other staff, and administration, the counseling program content based on student needs and competency statements as identified through The Indiana State Plan for Developmental School Counseling.

Continue development and updating of counseling curriculum.

Establish the counseling department calendar.

Evaluate the counseling learning activities as they are implemented.

Conduct follow-up studies and communicate results of evaluations to various publics.

8. **Pursue continuous professional growth:**

Attend district sponsored staff development offerings; joining associations.

Read professional journals.

Become knowledgeable in multicultural issues in education.

Attend relevant workshops and conferences sponsored by professionally appropriate organizations.

Take post-graduate courses.

Organizational Relationships:

The middle level counselor is supervised by the district designee, works collaboratively with other counselors and student service staff, and works cooperatively with other school and district staff.

Performance Standards:

A middle level counselor's performance is considered satisfactory when the counselors performance evaluation form so indicates. The middle level counselor participates in their own evaluation by completing a yearly self evaluation.

SAMPLE JOB DESCRIPTION

Title: High School Counselor

Primary Function:

To provide, as a member of the Student Services staff, a comprehensive developmental counseling program for all students.

To provide consultation with teachers, staff, and parents to enhance their effectiveness in helping students.

To provide support to other high school educational programs.

To provide direct counseling support to students through responsive services.

Major Job Responsibilities:

1. Implement the high school counseling curriculum.
2. Guide groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding the developmental needs of students.
5. Refer students (as needed) with problems to appropriate community resources.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Plan and evaluate the building counseling program.
8. Pursue professional growth.

Illustrative Key Duties:

1. **Implement the high school counseling curriculum:**

   Conduct learning activities in classroom settings with teachers.

   Consult with and be a resource person to teachers to facilitate inclusion of counseling curriculum which is found in the Indiana Curriculum Proficiency Guide (1987) and The Indiana State Plan for Developmental School Counseling.

2. **Guide groups and individual students through the development of educational and career plans:**

   Provide orientation activities for students new to the school.

   Participate in orientation programs for incoming 9th grade students.

   Guide 9th and 10th grade students in the updating of their high school and post high school plans, keeping options open for various post secondary opportunities.

   Guide 11th and 12th grade students in evaluating their current status, planning their academic progress toward graduation and post secondary opportunities; perhaps continuing portfolio evaluation with the student.

   Guide 12th graders to help them develop and take appropriate steps towards implementing their post high school education/career plans.

   Coordinate educational placement.

   Collaborate with middle school counselors to effect the educational placement of 8th grade students.

   Assist students new to the district with course selection at the time of registration.

   Interpret standardized test results and information to students, parents and teachers.

   Guide groups and individual students in the application of test results and information to their educational and career plans.

   Interpret results of college entrance test/career assessment to groups of students.

Guide all students to develop career/vocational plans through the teaching or supervision of career education activities.

Provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and parents as they develop their educational and career plans.

Inform students and parents of financial aid possibilities.

3. **Counsel small groups and individual students with problems:**

Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students. Topics at the high school level may include academic failure, attendance and behavior problems, peer problems, family issues, child substance abuse, suicide threats and attempts, sexuality issues, etc.

4. **Consult with teachers, staff and parents regarding the developmental needs of students:**

Participate in/conduct conferences with teachers, parents, and students; conduct in service programs for faculty.

Act as a resource person for faculty, staff and parents.

Conduct or provide opportunities for parent educational programs.

Write articles for parent newsletter articles for parent newsletter.

Assist families with school related problems.

May implement and supervise an advisor/advisee or peer program for staff or students.

5. **Refer children with problems and their parents to special programs, specialists, and outside agencies:**

Consult and coordinate with in-school specialist such as school administrators, licensed school social workers, licensed school nurse, licensed school psychologist, community based mental health professionals, service agencies and physicians.

6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school:**

Provide continuous orientation of staff and community to the developmental counseling program through use of newsletters, local media, school and community presentations.

Serve on departmental curriculum/community committees.

Interpret group test results to faculty and staff.

Contribute to the school's goals for enhancing education in the building.

Establish effective liaisons with the various staffs.

Act as an advocate for groups and individual students as decisions are made that will affect those students.

Become knowledgeable about community resources, employment opportunities, and the local labor market by periodically visiting local businesses, industry and social services agencies.

7. **Plan and evaluate the building counseling program:**

Annually review, utilizing the Counselor Advisory Group, other staff, and administration, the counseling program content based on student needs and competency statements as identified through The Indiana State Plan for Developmental School Counseling.

Establish the counseling department calendar.

Evaluate the counseling learning activities as they are implemented.

Conduct follow-up studies and communicate results of evaluations to various publics.

8. **Pursue professional growth:**

Attend state and local sponsored staff development offerings; join associations.

Read professional journals.

Become knowledgeable in current issues in education.

Attend relevant workshops and conferences sponsored by professional organizations.

Take post-graduate courses.

Organisational Relationships:

The high school level counselor is supervised by the district designee, works collaboratively with other counselors and counseling staff, and works cooperatively with other student service personnel and school staff.

Performance Standards:

A high school level counselor's performance is considered satisfactory when the counselor's performance evaluation form so indicates. The high school level counselor participates in performance evaluation by completing a self-evaluation.

TITLE 511 INDIANA STATE BOARD OF EDUCATION

LSA Document #89-142(F)

DIGEST

Adds 511 IAC 10-1-65.5 to establish requirements for certification for school counselors entering counselor education programs on or after September 1, 1991. Effective 30 days after filing with the secretary of state.

511 IAC 10-1-65.5

SECTION 1. 511 IAC 10-1-65.5 IS ADDED TO READ AS FOLLOWS:

511 IAC 10-1-65.5 Counselor, school services license

Authority: IC 20-1-1-6

Affected: IC 20-1; IC 20-6.1-3; IC 20-6.1-7-5

Sec. 65.5. (a) Candidates will be qualified for the school services standard license — counselor when they have completed the following requirements:

(1) One (1) of the following professional experiences:

(A) Two (2) years creditable teaching experience.

(B) A valid out-of-state school counseling license and one (1) year experience as a school counselor in another state.

(C) A minimum of one (1) year school counseling internship in a school setting under the supervision of an institution of higher education that has been approved for training school counselors.

(2) A master's degree in counseling or a related field from a regionally accredited institution and have completed thirty (30) semester hours in counseling and guidance at the graduate level.

(3) Knowledge or competencies in the following core areas of study:

(A) Counseling theory, including theories and techniques of counseling and their application to school settings.

(B) Human growth and development, which must include learning theory within appropriate cultural contexts.

(C) Social and cultural foundations, including societal changes and trends, social mores, and interaction patterns, and differing lifestyles.

(D) The helping relationship, including helping processes and skills.

(E) Group dynamics, processing, and counseling, including group counseling methods and skills, and group leadership styles.

(F) Lifestyle and career development, including occupational and educational information sources and career and leisure counseling.

(G) Appraisal of the individual, including group and individual appraisal approaches and use of appraisal results in helping processes.

(H) Research and evaluation, including basic statistics, research development and implementation, and program evaluation.

(I) Professional orientation, which must include classroom management and methods, organization of schools, and cooperation with other school services personnel.

(4) Complete a supervised practicum in counseling. The practicum and internship experiences must provide the candidate with supervised counseling practice with students at all levels.

(5) Been recommended by the accredited institution where the approved qualifying program was completed.

(b) The holder of the school services license — counselor is eligible to serve as a counselor at all levels.

(c) The school services standard license — counselor may be renewed as specified in 511 IAC 10-3-1.

(d) The school services standard license — counselor may be professionalized when the holder has completed the following:

(1) Five (5) years experience in accredited schools as a school counselor, with at least half-time in counseling.

(2) Eighteen (18) or more graduate semester hours in counselor education beyond hours required for the standard license, including four (4) additional areas such as the following:

(A) Evaluation and accountability.

(B) Consultation.

(C) Advanced practicum.

(D) Statistics, research, computer technology.

(E) Supervision of counseling programs.

(F) Strategies for developing and expanding the human potential.

(G) Program management.

(H) Family counseling.

(3) Been recommended for the professional license by the institution where the approved professionalization program was completed.

(e) The requirements of this section apply to all candidates accepted to a counselor training program on or after September 1, 1991. *(Indiana State Board of Education; 511 IAC 10-1-65.5; filed Apr 10, 1990, 2:30 p.m.)*

LSA Document #89-142(F)
Proposed Rule Published: December 1, 1989; 13 IR 447
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Approved by Attorney General: March 22, 1990
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Filed with Secretary of State: April 10, 1990, 2:30 p.m.
Incorporated Documents filed with Secretary of State: None

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